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This report on the many activities of AAJC showed that ever more people were looking to it for help and guidance. Its Board prepared recommendations on (1) leadership development in both new and experienced junior college personnel; (2) continued review of AAJC commissions on curriculum, instruction, legislation, student personnel, and administration, (3) planning, to update activities under constant change, (4) broadening AAJC membership, (5) the possibility of an international junior college association, (6) enlarging AAJC staff, (7) retaining AAJC's present structure. Other topics were (1) success in providing information or referral to a direct source; (2) increase of cooperative publishing activities; (3) position paper on federal aid (funding for construction and operation, more funds for vocational education, improvement of faculty, immediate funding of pending programs, incentive for industry to cooperate with colleges, stronger international involvement); (4) recruitment and training of instructors, (5) interest in the Kellogg Occupational Education Project; (6) consultant services under the federal Program with Developing Institutions; (7) developing community service programs; (8) outreach programs for children and adults; (9) comprehensive policy statement on programs for the disadvantaged; (10) the New Institutions Project; (11) student characteristics and personnel services; (12) flexible facilities planning; (13) private colleges; (14) international education. (HH)

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1968
YEAR OF INVOLVEMENT

UNIVERSITY OF CALIF.
LOS ANGELES

MAR 20 1969

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

ANNUAL REPORT OF AMERICAN ASSOCIATION OF JUNIOR COLLEGES

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YEAR OF INVOLVEMENT
AN INTRODUCTION

We are glad to report that the outstanding achievement of the past year for the American Association of Junior Colleges can be captured in a single word. Involvement. Involvement of greater numbers of people, representing a greater spectrum of interests, in the affairs of this growing national organization. This has not been accidental. In the interest of professional improvement, AAJC has deliberately sought to open its doors to all junior and community college personnel.

Student personnel workers have participated actively in AAJC-sponsored workshops, public relations personnel have responded with suggestions and answers to questions about public information practices, administrators have engaged in dialog through conferences and meetings, and faculty have taken active part in curriculum and faculty development meetings. Members of boards of trustees have been included in planning activities. These are some of the signs of involvement. Others include increased circulation of AAJC publications, greater participation in the national convention of AAJC, and perhaps most noticeable, growing communication by telephone and the mails with AAJC headquarters. Hundreds of experts representing many fields served as consultants to junior colleges under auspices of the Association. Advisory committees helped to plan projects and programs.

There is no question but that this kind of involvement is appropriate, not only because this is a time when most Americans want to be involved in the processes of society, but because in this instance the American Association of Junior Colleges is an organization, professionally oriented, which, by its constitution, represents institutions. Institutions are made up of people. While the institution can be officially represented by one individual, the Association in its programing and planning must provide opportunity to involve all those who represent the various parts of the college structure. Therefore, those on the campus who teach, develop curriculums, lead in community service, create policy, and administer the institutions have been called upon to chart the course of AAJC.

Another kind of gratifying involvement, outside the immediate field which we represent, has taken place during the past year. That is, in addition to the financial support received from institutional members, affiliated individuals, and associates of the organization, funds have continued to be forthcoming from corporations and foundations which have looked to the junior and community college to help spread opportunity for education after high

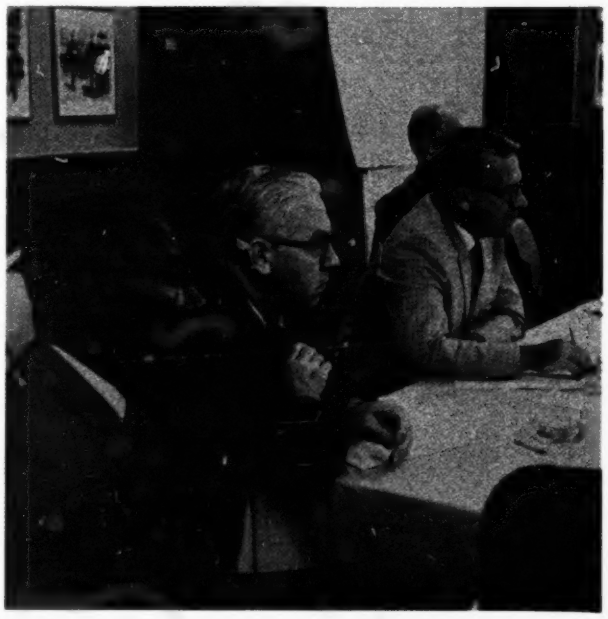
school, and to assist in alleviating social and economic problems in this country. We have had important support, too, from government sources.

The Association in terms of personnel, budget, and programs grew substantially in 1968. We think that it should not be otherwise since this organization represents rapid and dynamic growth in higher education. The officers, board, and the Association are certain the member colleges of this institution are not complacent, however, about the months and years ahead. There is much to be done, much that will require even greater commitment and support on the part of the member institutions of AAJC and its friends in other areas of society if we are to do our share in meeting the challenge of change. Time and time again our national leaders have declared that it is largely through education that we can bring about a kind of society characterized by opportunity rather than hopelessness. It is our opinion that the kind of institution this Association represents is one of the brightest hopes for many Americans who may feel neglected and even denied a chance for self-fulfillment.

We think the community and junior colleges of this country can answer this high purpose. It is our hope that they can be furthered in this cause through their participation and total involvement in the affairs of the American Association of Junior Colleges. We hope that his annual report will show the very positive affects this involvement has had on the progress of AAJC in 1968.

STUART E. MARSEE
President

EDMUND J. GLEAZER, JR.
Executive Director



THE BOSTON CRUSH

Last February, in Boston, it took five hotels to accommodate the people who attended the forty-eighth annual convention of the American Association of Junior Colleges. Meeting rooms at the convention were filled to overflowing. Delegates formed long queues to get into dining rooms. It was the Boston junior college crush.

That forty-eighth annual convention perhaps illustrates better than any other happening during the year the extent to which the Association has grown, and the increasing involvement of greater numbers of people. People from individual colleges. People from universities. People from state offices of education.

Following the Boston convention, AAJC received many letters from persons who had attended the meeting. Most bore helpful, constructive comments. One writer, perhaps nostalgically remem-

bering the clubby days not too long ago when 600 persons was a big AAJC crowd, advised:

"Hereafter, make certain that the convention is held in a city where all of us can be accommodated in the headquarters hotel."

IT HAPPENED IN DENVER

It happened in Denver in 1968—and a lot of other places, too. A community college, the first for the city, opened its doors. And some 2,000 people found themselves directly involved in the action. They became students at the Community College of Denver.

In Rhinelander, Wisconsin, Nicolet College and Technical Institute went into operation. About 1,500 students showed up at the Rhinelander campus and on satellite centers in the district served by the new college. About 1,300 enrolled in evening courses for which they sought no credit. They wanted to pursue studies that would help them in their jobs or enrich their lives.

The Washington, D.C. Technical Institute, the first public two-year institution in the capital city, turned away would-be registrants after the first 1,500. This was despite the fact that a public four-year college started at the same time.

Hawaii added a fifth college to its network serving the islands that make up the fiftieth state.

And so it went throughout the country. Some sixty new colleges opened in 1968, continuing the trend started about a decade ago. AAJC's official, though frequently changing, listing of junior and community colleges, technical institutes, and two-year campuses of universities numbered more than 1,000 in 1968. One national study called for the establishment of 500 new community colleges by 1976. There seemed little doubt but that this would be accomplished.

BUT NOT IN DETROIT

Studies conducted in Detroit in recent years have shown that the city urgently needs some new avenues for education beyond high school. Planners have said they ought to be community colleges. But voters of that community last year turned down a mileage proposal that would have given a college system a start.

Another major metropolitan city, Houston, also turned down a community college proposal. Yet, research had clearly indicated the need for additional post-high school education opportunities there. Apparently, the voters were not ready to go all the way.

It is not the purpose of this report to make judgments about what happened or did not happen in Denver, in Rhinelander, in

Honolulu, in Detroit, or in Houston. But both the openings of new institutions in some places and the failure to open in others had implications for the work of the American Association of Junior Colleges in 1968.

WHITE PAPER

In both communities where there was success and where there was lack of success, people looked to AAJC for guidance and assistance. Where can we get properly prepared staff? What are the best kinds of programs for our institutions? What new avenues can we pursue to provide service to the community, to the disadvantaged? Where can we find the financing that will make it possible for a "start-up"?

These and countless other questions were asked of AAJC in 1968. They suggest two kinds of involvement—involvement of the Association in the affairs of individual institutions, and involvement of those institutions in the work of AAJC. AAJC has always been involved—but it got more involved in 1968 through the launching of a number of new projects and programs, and by strengthening its central services.

A "white paper" carefully prepared, debated, and honed by a committee of the AAJC Board of Directors, reflects some of the thinking about AAJC directions for present and future. Here are recommendations from the paper:

AAJC IN THE 70'S

Based on what will happen to society in the 1970's, and the implications of change for junior colleges and the Association, the planning committee of the Board prepared its recommendations. They focus on the following:

I. *Leadership:* The discovery and development of leadership among administrative officers, faculty, board members, and others with institutional responsibilities, must be given high priority by the Association. AAJC should provide services and assistance to personnel new to the field, and should assist in the continuing development of leadership throughout the membership.

The committee feels the following projects would be productive: plan workshops and seminars to encourage and develop leadership; encourage state and regional junior college associations to communicate and work together; and plan studies of certain critical problems, such as the apparent dichotomy

between administrators and faculty, the rapid development of community junior colleges and the inevitable shortage of experienced leadership.

The committee further recommends that means be developed by which the resources and results of all Association programs be utilized in the important work of strengthening leadership in the field.

II. *Commissions:* The Board should continue to review the functions and roles of the five commissions of the Association with a view to insuring that they become more productive channels for initiation, examination, and analysis of ideas, issues, and problems in junior college education. Such review, it should be understood, might well result in changes in the structure and nature of the commissions.

III. *Planning:* The staff should continue to give attention to updating activities and plans of the Association in the face of constant change and ferment in society and education. Planning and development must be constantly under review.

IV. *Membership:* The Association should continue to broaden the base of membership in the interest of involving greater numbers and types of junior college personnel in the work of the organization. Individual affiliation should be encouraged.

V. *International Relations:* More emphasis should be placed on international relations. An investigation of the feasibility of an international community junior college association should be conducted.

VI. *Staffing:* It is important, as the work of the Association expands, that sufficient staff be available to serve the Association adequately. It is recommended that this be high on the list of priorities.

VII. *Organization:* The Board feels that the Association is moving toward meeting the objectives outlined herein. In general, the basic organizational structure seems to provide sufficient latitude to achieve the goals as set forth.

These recommendations are made on the basis of the committee's deliberations over the past year. It is the feeling of the committee that the assumptions, implications, and areas of concern delineated in the 1967 staff report are realistically assessed and should be the general guideline to the Association in planning for the future.

MULTIOFFICES

A junior college official from out-of-town, visiting in Washington on personal business, decided to use his spare time to call on the AAJC. He stopped by the offices, listed in the local directory at 1315 Sixteenth Street, N.W. He was advised by the receptionist there that his particular questions could best be answered at another AAJC office, located at 1717 Massachusetts Avenue, up the street. After talking with an executive at the latter address, it was suggested that he might get additional information at 1225 Connecticut Avenue.

AAJC, like many of the institutions it represents, has become a multioffice operation—though not for the same reasons nor by choice. But because its growth has outdistanced available space for a consolidated operation. The configuration of the office space, however, gives some indication of how the Association has organized its personnel to meet added responsibilities and carry out new efforts.

The chief administrative activities are carried out at 1717 Massachusetts Avenue, while the Connecticut office houses projects only. Business and publishing functions, closely related in day-to-day operations, are at 1315 Sixteenth Street. Federal relations and urban affairs, are also conducted from Sixteenth Street, as well as some curriculum development project offices.

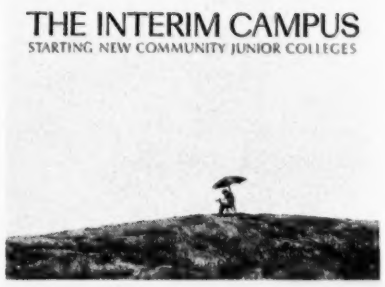
The work of all offices and staff come together through regular staff meetings and conferences. No single project operates in a vacuum. There is a cross-fertilization of ideas and action to insure that all resources and personnel of the AAJC are brought to bear on given problems and programs.

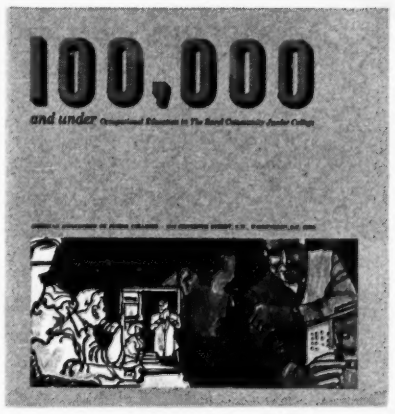
CLOSING A GAP

"I am doing a study on homosexuality on the junior college campus," the writer explained, "can AAJC provide information?" "Can you give references?"

This is perhaps an extreme example of the kinds of informational requests the Association received over the year 1968, but it illustrates an important point: That AAJC has become the recognized national center for information on most aspects of junior college education. Through links with other national organizations, government, and university research offices, AAJC has been able to begin to bridge informational gaps.

While AAJC could not provide specific information on homo-





sexuality on the junior college campuses, it could refer to a study on characteristics of the junior college student published by Educational Testing Service with the Association's participation. Similar involvement with agencies such as the ERIC Clearinghouse for Junior College Information at the University of California, Los Angeles, and the American Library Association in Chicago, has resulted in preparation of guides and research.

Cooperative publishing ventures with the ERIC Clearinghouse at UCLA has resulted in reports on a variety of topics:

Junior College Institutional Research: The State of the Art

Salvage, Redirection, or Custody? Remedial Education in the Junior College

Personality Characteristics of College and University Faculty: Implications for the Community College.

Thousands of informational letters were processed by the AAJC staff during 1968. Increasingly, the Association was able to refer correspondents to reports, bulletins, and guides prepared by experts and published in Washington either as an outcome of project work or as a central service. Subjects of special publications published in 1968 give not only a clue to the scope of publishing activities but to the depth of AAJC efforts in general:

Extending Campus Resources: Guide to Using and Selecting Clinical Facilities for Health Technology Programs

Teaching in a Junior College: A Brief Professional Orientation

Civil Engineering Technology Consultant's Workshop

The College Facilities Thing: Impressions of an Airborne Seminar and a Guide for Planners

The Interim Campus: Starting New Community Junior Colleges

The Role of the Community College in Developing Traffic Specialist and Technicians

Guidelines for Law Enforcement Education Programs in Community and Junior Colleges

Proceedings of a Consultants Workshop on Technologies Related to Mechanical Engineering

100,000 and Under: Occupational Education Programs in the Rural Community Junior Colleges

Guidelines for Supermarket Management Programs in the Community College.

Regular publishing activities of AAJC also contributed during the year to involvement of AAJC in what was happening around the country and offered a means for more and more people to be-

come participants in the national program of the Association. The *Junior College Journal,* a monthly magazine, concentrated on ideas and issues that were topical and timely. It presented them in lively fashion. Perhaps as a result, circulation went up from 20,000 to over 40,000. More and more people in junior colleges—faculty, board members—demonstrated interest in the magazine. The *Journal* met this interest with greater balance in content and contributors, selecting and developing articles that would make the magazine useful to the many as well as the few.

The Association also sought to reach two other segments of the junior college audience on a more regularized basis during 1968. *PR Exchange* was started to provide a link between the national office and public relations and information officers of member institutions. Another quarterly newsletter was published to reach student personnel workers. Several other newsletters were published in connection with projects (to be discussed later in this report).

Citizens were provided with general information through AAJC's press services. The junior college continued as the subject of a running national educational story.

Finally, a documentary film on the junior and community college explosion, called "The Now Colleges," was produced in 1968 for use in telling the story to many audiences.

As everybody knows, 1968 was a national election year. Presidential, congressional, and gubernatorial candidates thundered out promises and articulated programs to answer them. As the year ended, and a new administration prepared to take office, AAJC was requested to spell out for the new leadership its concerns about federal support for education.

POSITION PAPER ON FEDERAL AID

The American Association of Junior Colleges, representing a majority of the country's two-year colleges, would consider the following approaches to federal funding as essential.

1. *Programs that would provide direct support for construction and operation of community and junior colleges.* There is a great need for additional aid, such as that provided for construction under the higher education acts of 1963 and 1965, for support that would help to stimulate establishment of new colleges and expansion of existing facilities in many of the major cities.

We strongly believe that there should be provision of "start-up" money from the federal government to insure that communities interested in creating com-

munity colleges can do so. Once started, these institutions can usually find the necessary support from local and state sources to continue and expand their programs.

Some major cities, such as Houston and Detroit, have been unable to establish needed community college facilities because of the necessity to rely on local tax resources for the large expenditures required to open a new college. This gap should be closed.

2. *Vocational Education:* There is massive evidence to show that new and more sophisticated technical and semiprofessional manpower needs can be most appropriately met in post-high school programs, while at the same time fulfilling the abilities and interests of millions of youth and adults who are not suited for or interested in traditional liberal arts education. Aid to vocational education at the college level should be continued and expanded.

3. *Education Professions Development Act:* We believe that the Congress, in enacting the Education Professions Development Act, intended that major attention be given to the preparation and upgrading of faculty for the burgeoning community and junior college field. It is estimated that some 10,000 new teachers will be needed each year for the next five to ten years. We advocate a careful review and analysis of this program to make certain that the intent of Congress, and the needs of the two-year colleges, are met.

4. *Funding Present Programs:* There are some excellent programs now on the books, such as the Education Professions Development Act, the Higher Education Acts of 1963 and 1965, and the Vocational Education Act of 1965. Yet, these programs are languishing because they have not been funded as authorized. The new administration and the Congress should take immediate steps to make certain that necessary funds are made available under present programs.

5. *Cooperation with Business and Industry:* The federal government should encourage and assist business and industry to cooperate with existing educational institutions in a combined effort to provide the necessary training and stimulus for those who have received inadequate preparation to live and work in today's society. The economic and social advantages are obvi-

ous—the need imperative. We would submit that the community college, with its emphasis on vocational-technical education, is a most appropriate avenue for this kind of cooperation and initiative.

6. *International Education:* The federal government should carry out needed programs of support for international education. While the recently passed International Education Act has noble purposes, it has not been adequately implemented. It is important, at a time when this country's intentions and leadership are widely questioned by citizens of other nations, that we should seek to strengthen our educational contacts worldwide.

Moreover, we believe that future legislative enactments should take into account the viability of the junior college idea for other countries, particularly those new nations which are in critical developmental stages, trying to build new industry and seeking economic stability. While we do not suggest for one moment the possibility of imposing American educational ideas upon other countries, we do believe channels ought to be opened whereby programs that have worked here can be studied and analyzed for their potential for exportation. Thus we can be of assistance without the expenditure of great sums of money. With minimal financial assistance, we could seek to provide lines for the transmission of new educational ideas—both to and from the other countries.

The statement mirrors the efforts and concerns of AAJC in its federal affairs program for 1968. Working closely with the Commission on Legislation and the Council of State Directors of Community and Junior College Education, the federal affairs office has sought to insure inclusion of two-year colleges in important federal programs of support to higher education in 1968. The office has sought to maintain communication with congressional leaders, the White House, and offices throughout government charged with administering educational-aid programs.

In addition, effort has been made to improve liaison with individual colleges through issuance of bulletins reporting on federal developments, through conferences, and via individual consultation. Perhaps one of the most notable achievements in recent months has been the creation of an awareness of junior colleges needs, interests, and their potential to help resolve critical social and economic problems, on the part of federal leadership.

Amendments to such bills as the Higher Education Acts of 1963 and 1965 and the Vocational Education Act of 1965 clearly show

a greater awareness of the two-year colleges on the part of those responsible for creating the legislation on Capitol Hill and those administering the programs. Another illustration is the fact that the Association was looked to for assistance in administering a program for developing colleges (to be discussed later in this report).

The Association is participating significantly with other national educational and professional organizations in matters of federal affairs. Together, the organizations have helped bring about better communication between the educational community and the government.

ALL KINDS OF PEOPLE

"What is the role of the community college in the 1970's? There has been an emphasis on their role in relation to the inner city. This is important now, but it is not the total role. The two-year college may soon educate the majority of all of America's freshman and sophomore students. Thus, there is a need for all kinds of programs for all kinds of people. I hope you don't lose sight of the broader perspective."

Thus did a foundation executive charge a gathering of junior college and university personnel at a faculty development symposium sponsored by AAJC toward the end of the year. The symposium was a milestone for a variety of efforts directed toward the twin problems of better recruitment and preparation of men and women for teaching commitments in the two-year college. Since March 1968, Association efforts along these lines have been carried out under a faculty development project funded by the Carnegie Corporation of New York.

The symposium was one of an ongoing series planned for this AAJC program. It dealt principally with eight possible models for instructor preparation. Most of these models were developed and introduced by representatives of colleges and universities invited to the symposium for this purpose. They included:

Master's College-Consortium which would include an interdisciplinary curriculum, built upon a base of two years of college covering upper-division and graduate study coursework, and leading directly to the master's degree. This program would be topped off by a fourth year of teaching internship in one of a consortium of two-year colleges, interrelated with the master's college.

Occupational Teacher Preparation, a program which would be jointly operated by the junior college district and a university—principally designed for preparation of occupational students. The programs

offered would be as follows (1) a one-year master's degree graduate program, built on a bachelor's degree, to include subject field and professional preparation at the university, plus in-service experience in the junior college district; (2) a three-year master's degree program, built on two years of college, to include subject field and professional preparation at a university and in-service experience at a junior college; and (3) a post-master's degree internship program, to include professional in-service experience in the junior college.

Three-Year Part-Time Program, an individually planned three-year master's program of integrated study in professional and subject-field areas, utilizing seminars and in-service experiences, primarily aimed at retraining housewives and retired people as two-year college faculty.

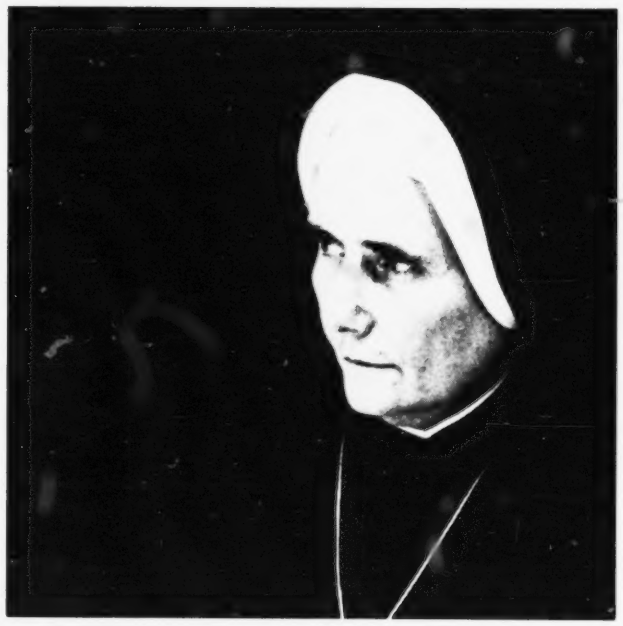
Two-Year Post-Baccalaureate Intermediate Degree Program, a two-year program which would build upon previous subject field and professional preparation, and would include additional subject field and professional preparation.

Intra-Institutional Cooperative Program would provide a diverse offering of various approaches to varying degree levels, with cooperation among the colleges of a university, coordinated by a special university-wide committee representing the graduate council. It would include subject field, general educational and professional preparation, according to individual needs.

Community College Institute involves a proposal that junior colleges would establish and administer one or more institutions for the preparation of junior college instructors and administrators. Training would be primarily by and for two-year college personnel, especially in-service, and would stress teaching and learning strategies to fit the characteristics and needs of students in the open-door college.

Doctor of Arts Degree Program would be a three-year terminal program leading to the doctor of arts degree, awarded by academic departments. It would include study with emphasis on teaching in a subject field, but would require an applied dissertation in curriculum or instruction.

Doctor of Arts in College Teaching would add two years of subject field and professional preparation to



a master's program. It would include one semester of teaching internship and seminars, and candidates would engage in one year of resident teaching before receiving the degree.

The models are described here because they reflect involvement of those concerned with instructor preparation in AAJC affairs, as well as the work of the project staff in exploring fresh new approaches to the task. Moreover, these models, and combinations of them, should be utilized in the future to increase the flow of teachers into the field.

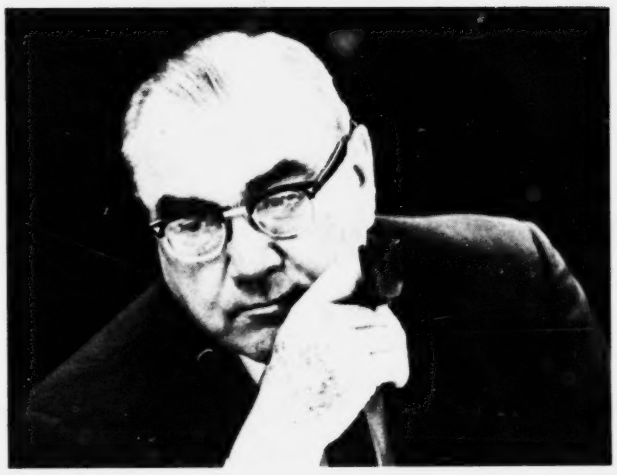
In addition to programs like the symposium, other activities in the faculty development project for the year included development of a guide to workshops, seminars, and institutes designed for in-service education of junior college faculty; and the development of a reference piece, to be published in the *Junior College Journal,* for job seekers. Project staff also collected data on preservice preparation opportunities (graduate programs) for those wishing to enter junior college teaching. A survey is underway to determine tenure, ranking, salary, and benefits prescribed for junior colleges within the various states.

The project director has engaged in dialog with other national groups, such as the National Community and Junior College Faculty Association, the American Association of University Professors, the American Federation of Teachers, and many other professional institutions and societies to explore varied avenues of cooperation or mutual interest in relating to junior and community college faculties. A number of workshops for orienting and training faculty members have been conducted for clusters of colleges. Furthermore, the project director has served as staff coordinator for the Association's Commission on Instruction.

In another thrust, the Faculty Development Project has generated discussions with government and other agencies concerned with international affairs to determine additional ways in which junior college faculty can take part in international education activities.

YOUNG MAN AT ROCK VALLEY

The young man at Rock Valley College looked like any other college student. He was somewhat neater than most, perhaps, but that was because his educational experience was not confined to the campus. He was enrolled in Rock Valley's "Career Advancement Program," which provided him with the potential of a two-year education and a part-time job that is directly related to classroom studies. He was employed as a trainee in a local electronics plant while not in the classroom.



Rock Valley's program is one of many new approaches to meeting an avowed purpose of junior and community colleges: to prepare young men and women for semiprofessional and technical occupations, and thereby contribute to national industrial, business, and public service manpower needs.

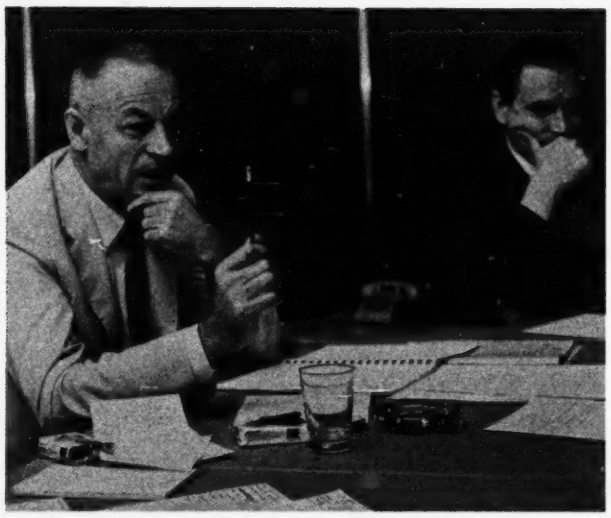
The American Association of Junior Colleges completed the third year of its five-year national project to help insure that more and more young people like the young man at Rock Valley have opportunity for college-level job programs. Funded by the W. K. Kellogg Foundation, the Occupational Education Project was organized to assist junior and community colleges in developing to the fullest the occupational education dimension. In carrying out this objective, the staff of the project has ranged far and wide. They have concentrated on advancing curriculums in four major areas: (1) science and engineer-related technologies, (2) health and medical technologies, (3) business-related technologies, (4) public service technologies.

The work of the Occupational Education Project during 1968 was guided by a set of goals formulated in the early stages of the three-year old program, including: (1) to identify needs in occupational education; (2) to develop liaison among professional organizations, government agencies, education associations, and the American Association of Junior Colleges; (3) to bring about appropriate articulation between junior colleges and four-year institutions; (4) to aid two-year colleges in development of programs; (5) to provide information services; (6) to identify sources of financial support for development of occupational programs; (7) to organize workshops, conferences, and institutes to provide for exchange of ideas and information; and (8) to identify leadership in occupational education and to develop a roster of consultants to help improve occupational programs.

Two regional conferences on occupational education were conducted during the year by the staff of the project. These meetings, held in New Orleans and San Francisco, provided opportunity for college deans and department heads to come together for discussions and to receive assistance from national manpower and education leaders. Some 500 persons participated in the conferences, with others being planned for the future.

Guides and program bulletins were published to provide assistance to program planners in highway safety, health technology, marine technology, hospitality education, and supermarket programing as a part of the information phase of the project. Some 9,000 readers were kept informed of new and fast-breaking developments in the field via the monthly *Occupational Education Bulletin*.

The staff specialists traveled the circuit during the year, meeting with junior college personnel, professional and trade personnel,



and government operatives to encourage establishment and implementation of programs. They worked with dozens of national organizations, ranging from the International Association of Chiefs of Police to the American Dental Association, the American Chemical Society, and the American Society of Planning Officials. Their aim: to create effective dialog and to generate action.

Staff members preached some. They were invited often to spread the gospel according to experts who several years ago foresaw a need for a new emphasis on job preparation at the college level. AAJC's project staff willingly rose to the challenge.

The occupational education specialists serve on or have generated the establishment of commissions, committees, and councils representing the occupational fields. A sampling includes: joint commission with the National Council on Medical Technology Education, Educational Commission of the American Institute of Biological Sciences, national advisory committee on the development of traffic technicians, committees in hospitality education.

Among special programs during the past year was a conference sponsored by the Pren-Hall Foundation to explore work-experience programs that could be developed for the criminal justice process. In another public service area, the Insurance Institute for Highway Safety provided a grant to AAJC for six one-day regional conferences to explain to community and junior college personnel the importance of developing traffic safety programs.

THE DEVELOPERS

Six junior colleges in Kentucky formed a consortium to plan for their future. More than forty private junior colleges in the Midwest got together to find ways to achieve financial stability through two conferences. An urban college resolved a sticky planning problem that threatened the very existence of the institution. A college in Iowa, unsure about its ability to keep going in the face of serious setbacks, found new hope for the future.

These situations and others like them grew out of a new government-supported program launched in 1968 by AAJC. It is called the Program With Developing Institutions.

A recognized problem in higher education today has been that of the developing institution: the college, either four-year or two-year, which, despite its potential in a time of great educational need, for a variety of reasons has not been able to meet its goals and promises. Under federal programs, these have been labeled developing institutions.

In 1968, the U.S. Office of Education, under Title III of the Higher Education Act of 1968, made it possible for the American Association of Junior Colleges to mount a crash program to assist some 100 colleges in continental United States and Puerto Rico to plan for their own improvement. A total of $585,008 was made available for this national exercise.

Involvement was the keystone of the program for the colleges, the Association, and experts who were engaged to consult with the institutions in three general fields: administration and finance, faculty and curriculum, and student personnel services. Representatives of the colleges, AAJC, and the experts met across conference tables in a series of regional conferences both to chart needs and to eventually evaluate what has happened to the institutions as the result of the project.

The chronology of the program provides a study in involvement. Cleared by the U.S.O.E. in March, the one-year program (likely to be extended) got off the ground immediately with a conference of regional coordinators of the project and a seven-member advisory committee. They planned the subsequent program with AAJC staff. This initial session was followed by a series of twelve regional meetings in April and May to acquaint participating colleges with how the program would function.

Next, a national conference for planning and development was held to officially launch the work to come. Consultant teams immediately began working with individual colleges. At the end of the consulting period, twelve two-day regional workshops were held to review the results and take up problems of greatest interest to the colleges of each region.

During the fall and winter, consultants returned to the colleges to provide additional assistance in such areas as occupational curriculum planning, development of learning centers, individualized instruction, remedial course planning, fund raising, and student personnel work.

In addition to the regional work and the consultant activities on individual campuses, the participating colleges have had opportunity to exchange ideas and information through a project newsletter issued on a periodic basis. *Developing Junior Colleges* is published by the project staff almost weekly.

That the program has had impact on the destiny of the involved colleges is clear. At least one institution has indicated that it might have been forced to close its doors had it not been for the assistance received. But perhaps more telling evidence is the fact that more than 100 institutions, not eligible for the program, have asked to be associated with the project.

SURGE AT ABRAHAM BALDWIN

In Tifton, Georgia, citizens are taking advantage of an opportunity to improve their city and county in a long-term project. They are participants in Project SURGE (Systematic Utilization of Resources for Growth and Efficiency), which is a vehicle for organizing for the future through citizen involvement in planning and development. SURGE was initiated by Abraham Baldwin Agricultural College—a two-year institution serving Tifton and Tift County. It provides an example of community service extension.

Community service is now widely recognized as a major function of the community college. While the college serves its community through formal programs and activities, it is increasingly striving to provide through cooperation with other community agencies educational, cultural, and recreational opportunities above and beyond regularly scheduled classes. It is expected to become a center for community leadership and life, to contribute on a broad scale to the health and well-being of the people it serves.

A national planning study completed in 1968 recommended that the American Association of Junior Colleges become involved in the development of community services programs across the country, to help formalize what had been scattered local efforts in this direction. The study recommended that AAJC (1) provide assistance to obtaining additional funds for community service; (2) support leadership training programs for community service personnel; (3) provide a national clearinghouse on community service activities and studies; and (4) contribute to understanding and support of community services as a major function.

The W. K. Kellogg Foundation helped to set the wheels in motion for such a program by providing financial support to AAJC. A community service project was launched in late spring of 1968, and the staff began carrying out the recommendations for involvement.

A consultant clearinghouse was established for use by colleges interested in obtaining expert advice. The staff is working closely with Michigan State University in setting up model training and demonstration programs for community services.

Filling an obvious information vacuum, the project has published a directory of community service personnel in junior and community colleges, and is issuing a newsletter, *The Forum,* to report on trends and directions in the field. A series of working papers for community service planners has been produced, including an analysis of current organization of community service programs, and a review of funding sources and procedures for community service programing. A guide to community service programs in community colleges is also being organized.

The community service extension has been spotlighted through the project at regional and national conferences. There has been

consultation with a number of institutions interested in developing training programs for community service directors. Next major step: establishment of a national community service organization to represent the field.

IN THE CITIES

"We are part of a nationwide demonstration project funded by the Office of Economic Opportunity and coordinated through the American Association of Junior Colleges. The project provides an opportunity for twenty-five to fifty families with children in Head Start to upgrade the education of all family members in a cooperative learning setting. . . ."

That matter-of-fact statement appears in an information kit released by the Multi-City Community College Educational Demonstration Project administered through the New York Urban Center in Bedford Stuyvesant, Brooklyn, utilizing the facilities and staff of the Urban Center and New York City Community College. But what has happened in the program, the involvement of whole families of people—most of them disadvantaged—in a program of "uplift," symbolizes another major thrust for the American Association of Junior Colleges in its own effort to become involved, in this case with the problems of the cities.

AAJC coordinated efforts of community junior colleges in Oakland, Los Angeles, and Chicago, in addition to New York, toward developing outreach programs that might serve as models for other two-year institutions. In every case, the aim was the same: to provide hope and encouragement for the disadvantaged, usually minorities, so that they might find their way into the mainstream of American life.

Success of the programs remains to be assessed. But one thing is sure. A lot of people became involved.

In another project dealing with disadvantaged citizens in the big cities, AAJC carried out a demographic study to obtain information about urban black high school graduates which is relevant to the design of appropriate action programs to recruit and then to educate them. Supported by the Ford Foundation, the project recognizes that the college-going behavior of white America has been well established in national studies, but data have not been available for blacks and other minorities.

The demographic study was conducted in four metropolitan areas where there are community colleges: Philadelphia, St. Louis, Dallas-Ft. Worth, and San Francisco. School records were examined and students were interviewed. Data collected were being analyzed as the year ended, with the hope that the results of the study will generate programs for the recruitment of increased numbers of minority students and for curriculums to serve them. Moreover, the

results of the studies are expected to reach into many other communities across the country.

At the close of the year, AAJC made clear its position on the potential of the community and junior colleges of the United States in helping to eliminate the twin problems of social and economic deprivation. A policy statement delineating the Association's purposes in this field was approved by the AAJC Board of Directors and issued as a public declaration and as means of encouraging two-year colleges to accept greater responsibility in reaching out to all people.

COMMUNITY AND JUNIOR COLLEGE PROGRAMS FOR THE DISADVANTAGED

A Policy Statement

Challenge: Amid its mounting affluence, the nation is challenged by the growing paradox of poverty—the plight of those citizens whose inheritance makes it difficult, if not impossible, for them to take advantage of the opportunities of which the rest of society avails itself. Among the cures of poverty that are being proposed, education perhaps offers the best hope for bringing the educationally, socially, and economically handicapped into the mainstream of American life. Guaranteed income, jobs, opportunities in business, improved health care—all of these can produce only temporary and limited improvement in the lives of the disadvantaged unless there is a solid underpinning of education to give them the skills, knowledge, and attitudes they need to function effectively as consumers, householders, parents, wage earners, and citizens.

Among established educational institutions, community and junior colleges are especially well qualified to offer opportunities for the disadvantaged. In general, today's community and junior colleges are committed to open-door admission policies, comprehensive and varied programing, low costs to students, geographic accessibility, and community control. Found in urban centers, in suburban and industrial districts, and in rural settings, the two-year colleges are now widely accessible to the poor regardless of where they may live.

Commitment: Acutely aware of the need, the American Association of Junior Colleges is now resolved to assume an expanding role toward helping the poor—whether they are white, black, Puerto Rican, or Mexican-American—by increasing direction, stimulation,

encouragement, and support to member colleges to develop appropriate programs and facilities.

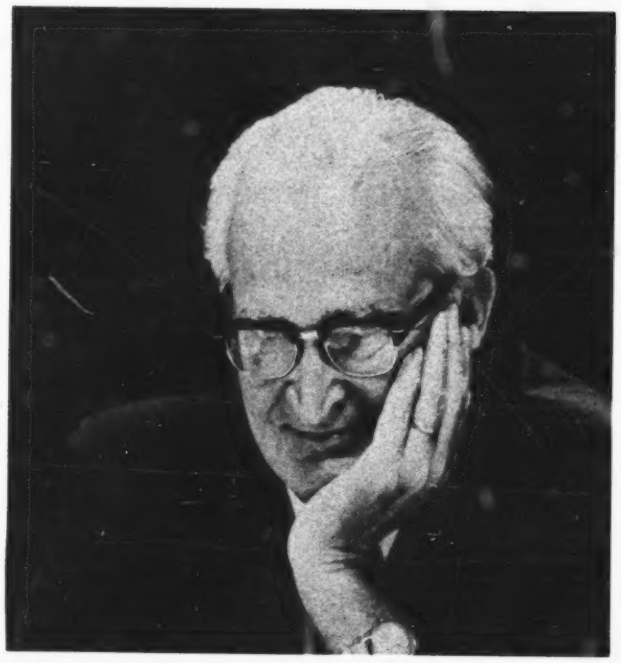
Our intention is to reach well beyond present Association efforts and to stimulate action programs in community and junior colleges across the nation. Each junior and community college will be encouraged to formulate its own specific commitment to reach and to work with the disadvantaged. It is, furthermore, the conviction of the AAJC staff and officers that all types of junior colleges—church-related, independent, and public community colleges have the potential to help meet the need.

Implementation: To implement its program of service and leadership in education for the disadvantaged, AAJC will continue and expand certain programs already started, initiate new activities, and provide guidelines for individual colleges on new programs of their own.

Prospectus for Additional Programs: From the experience and comprehension gained in the formative and current projects, AAJC is now exploring a variety of proposals that will deepen and broaden the response of the two-year colleges to the needs of the disadvantaged. The thrust points toward two fronts. One focuses on the institution itself: making the curriculum specifically and the campus experience generally more relevant and responsive to the disadvantaged students. The second is the community: broadening the colleges' outreach; enlarging their liaisons with the Negro and other minority citizens, while also studying the whole communications process among the minorities, the poor, and the so-called "establishment"; moving the colleges deeper into the expansion of employment, business, and ownership opportunities as a complement to educational opportunities for the same citizens.

Summary: The Association is embarked on efforts to obtain the necessary financial support and cooperative arrangements to carry out present and new projects. There is every reason to expect that appropriate funding will be found. Other program avenues will be explored in the weeks and months ahead.

This statement and the report on present and future plans of the Association for meeting needs of disadvantaged Americans is issued as a guideline for staff and member institutions of AAJC. It expresses policy



adopted by the Board of Directors of the American Association of Junior Colleges. It is intended to clearly demonstrate and recognize that the country's junior and community colleges have a mandate to take leadership in meeting the problems of the poor, of minorities, of all Americans who need greater economic, educational, and cultural opportunities. This need forms a massive impediment to national progress. It is a challenge to every institution, and the two-year college, as a fountain of resources, has the obligation to make a central contribution to the solution.

THE ALBUQUERQUE MEETING

Late in 1968, education and political leaders of New Mexico came together for a powwow in Albuquerque. Their concern: how to quickly and expeditiously begin a statewide community junior college program that would fit appropriately within the educational framework of New Mexico.

AAJC was represented at the Albuquerque meeting by the director of the Association's recently launched New Institutions Project. He was there as a resource person, to field questions about the way in which other states have moved in higher education planning. Questions that could not be answered on the scene would be researched and information provided later. AAJC was able to promise published materials, consultants, references, and other resources to the New Mexico group in the days and months ahead.

The New Institutions Project, funded by the Danforth Foundation, was started in late spring of 1968. Inauguration of the program recognizes that the planning and establishment of a community junior college requires input of ideas from many sources. The Association, in effect, has become a clearinghouse for the planning and development of new two-year colleges.

In addition to New Mexico, requests for assistance have come in recent months from practically every state in the country. The Association's program is in a sense two-part. That is, assistance covering all aspects of the establishment process may be provided to communities in the very early stages of planning. And colleges, already in their first or second year of operation, may request help on a specific problem. Example: the newly opened Community College of Denver, planning a second campus, sought advice on how to organize administratively for a multicampus operation.

Operation of the program involves a small national advisory committee which includes a state junior college official, a college board member, a planning expert, a representative of a university, and five college administrators.

The project draws on other departments of the Association. Efforts have been made to coordinate closely with local and state junior college board members because of their involvement in the very early stages of the establishment process.

THEY ARE DIFFERENT

They are different. As a whole, junior college students differ from students enrolled in other institutions of higher education on a variety of counts: academic characteristics; socioeconomic background; finances; self-concepts; interests and personality characteristics; reasons for attending college and reactions to college; choice of vocation and major fields of study; educational and occupational aspirations.

That junior college students are different is not so surprising, nor is the fact cause for alarm. What is important is that in 1968 more became known about the students; research was published that would help planners to meet needs of future generations of young people and adults who would be taking advantage of two-year college opportunities.

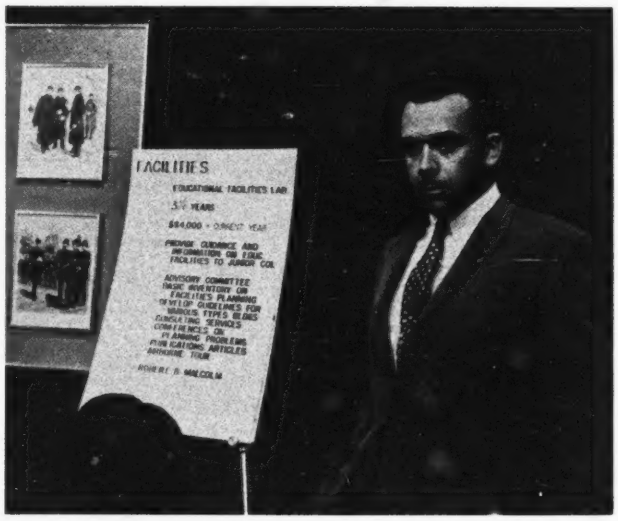
Research on the junior college student was brought together by Educational Testing Service as a result of encouragement by AAJC and as a part of continuing work in the field of student personnel services. The research has proved valuable to the national organization in charting its own activities in the field, as well as to individual colleges.

Another important step related to communication was taken in 1968 with the creation of *Junior College Student Personnel Services,* a national newsletter aimed at providing another link between AAJC and junior college student personnel workers across the country.

A special project in the field of student personnel services, which had been funded by Carnegie Corporation of New York, was completed at the end of the year. Services generated by the project, such as the publishing program, will continue as additional funds become available. The Association's Commission on Student Personnel is reviewing new avenues for involvement in this vital area of junior college programing. Moreover, other projects and departments of AAJC will provide assistance where applicable to their objectives.

TEACHING IT LIKE IT IS

What's it like to live in a ghetto? What are the attitudes of minority groups toward the leadership establishment in America? Is there any justification for riots in the cities? Who speaks for minorities?



These are some of the types of questions that are being asked in ten cities around the country as a part of a new Social Science Demonstration Project funded by the National Endowment for the Humanities. These and related questions are being asked by sociology students of junior colleges in the demonstration cities—and they are being asked of residents of ghetto areas of the communities involved. More than 1,200 students are taking part in the project, which aims to bring about a new approach to teaching sociology. It is hoped that the personal involvement of the students in the study will develop in them a keener appreciation of the subject matter of sociology specifically and the social sciences generally. From reports received by the Association at year's end, the experience has helped to enliven the teaching-learning process in the participating colleges.

In addition to testing a new way of teaching and learning, the project is providing valuable information on the problem of racial tensions in the communities involved in the demonstration.

STAYING LOOSE

One of the problems in campus planning in this time of change is that of "staying loose." Flexibility. It is one of the concepts that facilities experts talk about in terms of community college development. They warn of the danger of the closed door in a facilities sense in what is supposed to be the open-door college.

Concepts and functions relating to community college planning were given considerable attention in AAJC's Facilities Information Service during 1968. The overall objective was to provide assistance at all stages of facilities development, whether the problem centered on the establishment of a complete new campus or revolved around the design of a single building or even a part of a building.

Facilities planning guides, articles, and other references were made available as a part of the information service, which was started in 1966 with funding from Educational Facilities Laboratories in New York. Staffing for the project has been arranged with the cooperation of leading architectural firms in the educational field, which have provided personnel on one-year leaves of absence from their usual jobs. The project receives assistance from a national advisory committee.

During 1968, groundwork was laid for development of a series of new publications dealing with such topics as: "Humanism and the Campus," "The Question of Size," "Planning for the Student," "The Individual and Education," "Environment for Learning," "What Makes a College?"

Through the project, consultants have been made available to developing colleges. Conferences and seminars have been organized to suggest promising approaches to facilities planning.

PRIVATE JUNIOR COLLEGE

What are the real and distinct advantages of the private two-year college? What are the chief issues or problems facing the private two-year college? How can AAJC help?

These and other questions loomed large in AAJC's program of involvement in 1968. They were asked as a part of a study of the role of the private junior college, supported through a planning grant from the Alfred P. Sloan Foundation. The Association took an inventory of the assets and liabilities of the private junior college for the 1970's.

Purpose of the study was twofold: to help the institutions themselves to evaluate their place in American higher education, and, secondly, to provide a handle for the Association in modifying and/or expanding its services to member colleges. It was hoped also that through the data collected and the conclusions of the study, outside organizations could be made aware of needs and pursuits of the privately supported institutions.

Results of the survey are currently being evaluated. Representatives of many private colleges also were given an opportunity to evaluate on a face-to-face contact with project staff and other institutional representatives their own needs, and, issues that affect their future. They were able to do so through a series of regional conferences.

In the November 1968 issue of the *Junior College Journal,* the project director drew this conclusion:

"Private colleges need to say to the wide public what they say to each other. They have an honorable role to play in the important days ahead. If they can be invested with a sense of strength and continuity, through meeting together and sharing their concerns, perhaps even in sharing their facilities, in spreading the intelligence of their uniqueness and flexibility, in proclaiming the common sense of utilizing to utmost effectiveness the immense resources of the private sector of American higher education, then the future is bright indeed."

OTHER COUNTRIES

In 1970, the first international assembly on the junior college will be held in Honolulu. Educational leaders from a number of Pacific Basin and Far Eastern countries, about twenty of them, will meet with some twenty representatives of U.S. and Canadian junior colleges under the auspices of the American Association of Junior Colleges. They will consider the appropriateness of the junior college concept internationally as well as other matters of common interest.

The international assembly will be another step in increasing efforts to bring about exchange on the kinds of opportunities repre-

sented by the community and junior college. An AAJC committee on international education has during the past year collected information on developments abroad, with data collected to serve as a base for discussion at the international meeting. In addition, AAJC has worked with other agencies, such as the Institute of International Education, in exploring ways to improve international communication through the junior college.

The Association has also served as the starting point for tours of two-year colleges by representatives of other countries traveling to the U.S. to study post-high school education programs that might be adapted to needs of their nations. A number of countries have in recent years established programs of junior college education similar to those in operation in this country. Chile, Venezuela, Columbia, Peru, Brazil, Ceylon, and India are among countries that have moved in this direction.

As it plans for the international assembly, AAJC will be marking another important milestone in the junior college movement.

SUMMING UP

The foregoing indicates rather clearly that the year 1968 was a year of involvement for the American Association of Junior Colleges. It was two-way involvement. More and more people participated in the affairs of the national organization—and the organization, through its new projects and general services, became involved with people where and when needed and/or requested.

The AAJC's involvement on the scale described could not have come about without an additional kind of interest—that of foundations, government, and corporations—tangibly expressed in grants and contributions toward operations and new programs. Support came from the following:

W. K. Kellogg Foundation
Shell Companies Foundation, Inc.
General Motors Corporation
Cities Service Foundation
U. S. Office of Economic Opportunity
Ford Motor Company Fund
The Ford Foundation
Educational Facilities Laboratories
Alfred P. Sloan Foundation
U. S. Office of Education
Danforth Foundation
Sears-Roebuck Foundation
Pren-Hall Foundation
Carnegie Corporation of New York
National Endowment for the Humanities
Gulf Oil Corporation
The Insurance Institute for Highway Safety
Automotive Safety Foundation
U.S. Steel Foundation, Inc.
Esso Education Foundation
National Science Foundation
International Business Machines Corp.

Financial Review for 1968

Income		*Disbursements*	
Membership Dues	$261,775	General Operations	$389,772
Contributions and Grants	38,000	Publications Development & Production	129,450
Publications	164,095	Committees and Commission Expenses	8,296
Other	112,869	Annual Convention (net)	1,500
Total	$576,739	Total	$529,018

Special Projects (restricted funds) Disbursements $1,109,483

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San Antonio College

ANDREW S. MORELAND
Ocean County College

ROBERT T. NOVAK
Orange County Community College

RAYMOND E. SCHULTZ
Florida State University

WILLIAM STAERKEL
Parkland College

RICHARD F. WHITMORE
Kellogg Community College